



Meeting of Bologna Experts from Finland and Germany

Siegburg
Jan. 19th 2011

Imagine you travelled in England by car
You are already puzzled
because you have to drive on the wrong side of the road...
Then you see the following signpost:



And ask yourself what does that mean ?
And a few seconds later you learn ...



This is a circling miracle !
Thousands of roundabouts all in one



Any relationship to Learning Outcomes, QFW and QA?

Levels:

- Institution
- Faculty
- Study-Programme
- Module

CSF Requirements:

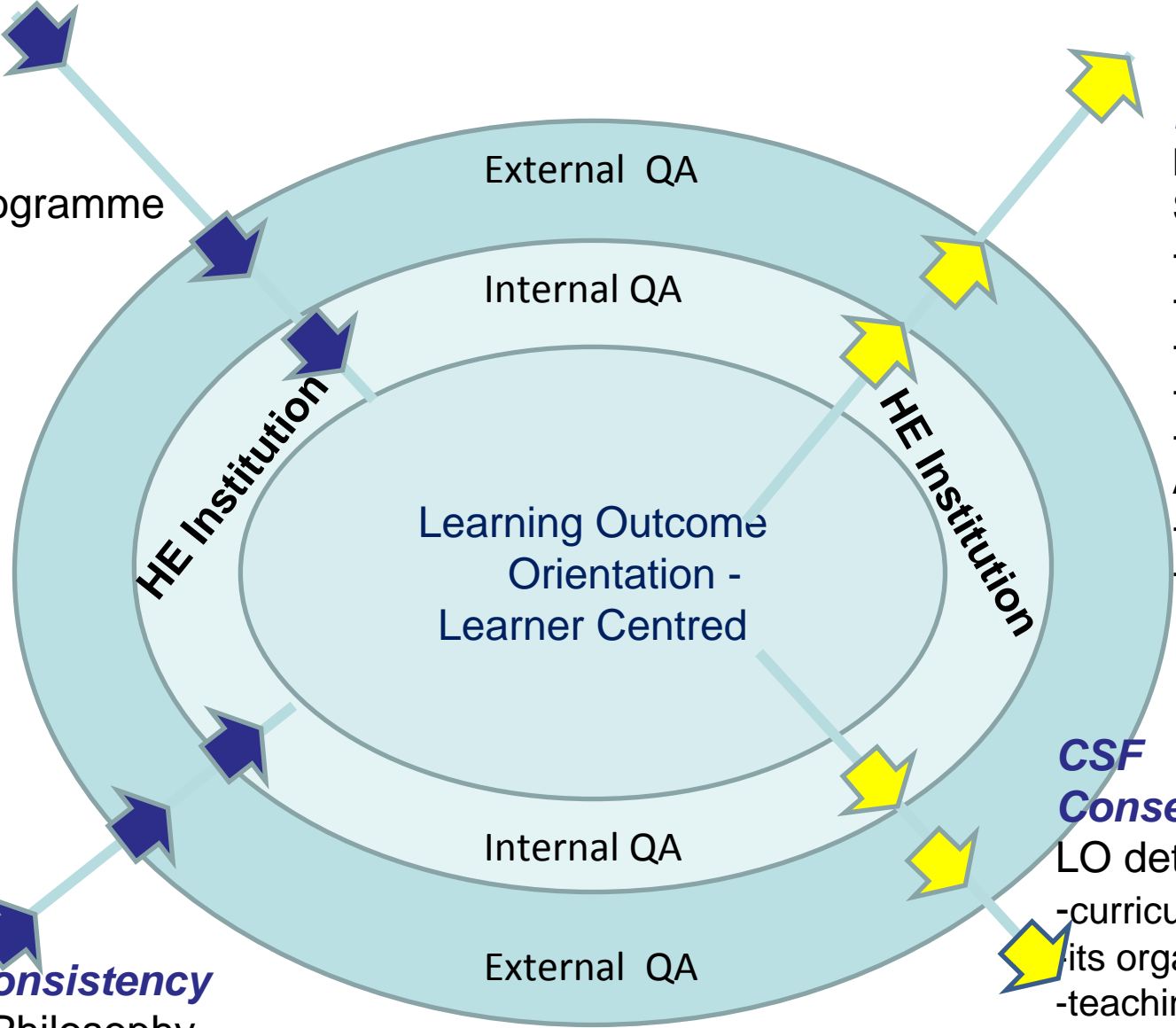
- LO have to be SMART
- specific
 - measurable
 - achievable
 - realistic
 - time specific
- And
- clear
 - unambiguous

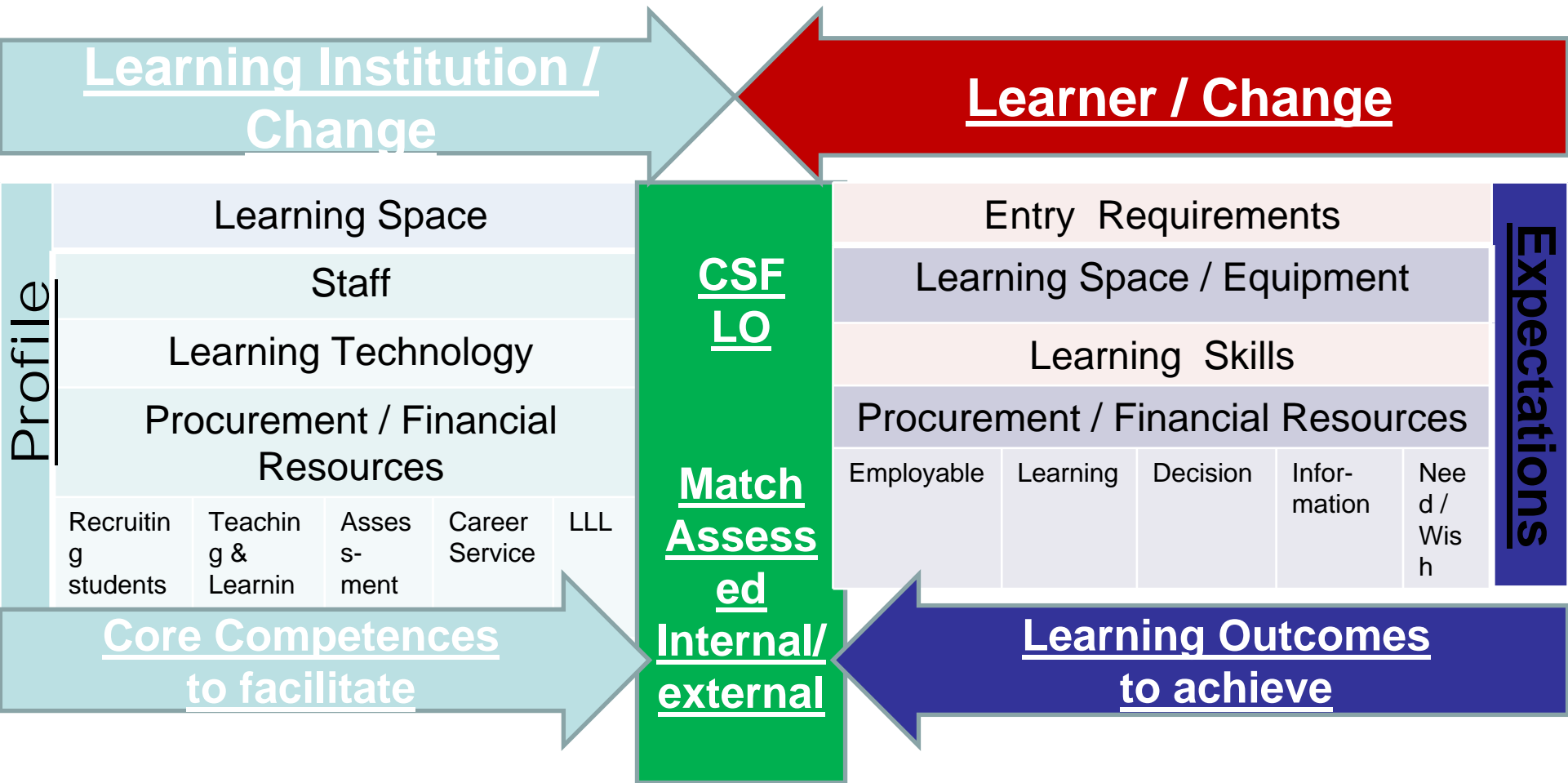
CSF Consequences:

- LO determine
- curriculum content
 - its organisation
 - teaching methods & strategies
 - courses offered
 - assessment process
 - educational environment
 - curriculum timetable

Focus: Consistency

- Mission, Philosophy
- Qualifications Portfolio
- Profile of Qualifications
- Programme LO
- Module LO





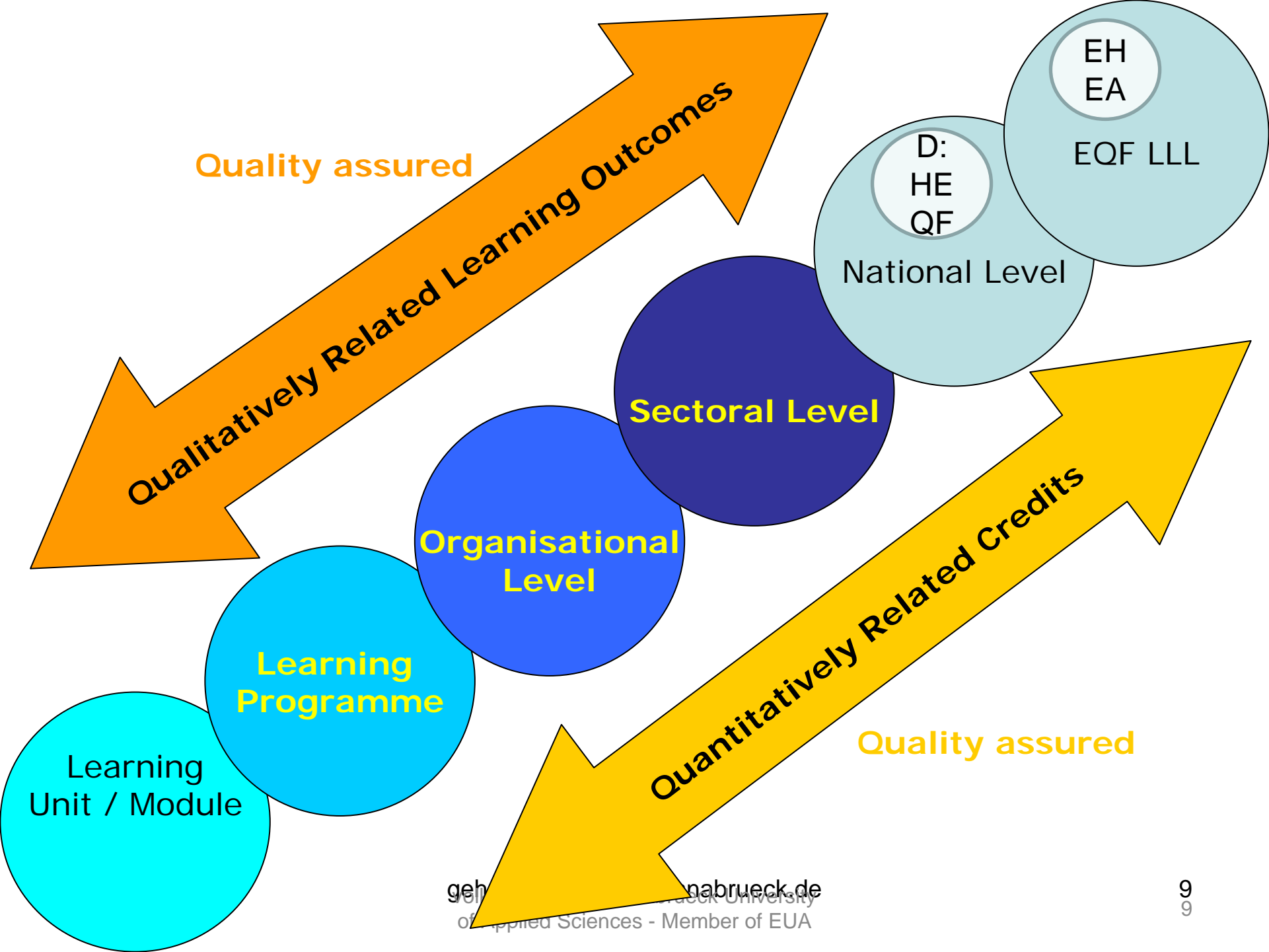
Quality Assurance Framework

You never stop learning

How do
we know
what
the learner
should know
and
be able to do?
**Or: Which learning
path the learner should
take?**



LO	Intended quality characteristics of German Degrees and the expectations of German EN		
Knowledge	Knowledge broadening	Broad subject oriented knowledge: 87%	
	Knowledge deepening	Knowledge about the enterprise – Leadership etc.: 68-78%	
Ability to do	Knowledge Acquisition / Development	Comprises:	
		Instrumental	Can analyse: 88%
		communicative	Can communicate – work in groups – adapt: 99%
		Systemic LO	Can solve problems, learn to learn: 97% ⁸



LO reflect

HEI Governance

- Whom should the HEI serve?
- How are the purposes determined?

Institutional ethics

- Which purposes should be prioritised?
- Why?

Institutional purpose

- Institutional values
- Mission Statement
- Objectives

Stakeholders' expectations

- Whom does the institution serve?

Cultural context

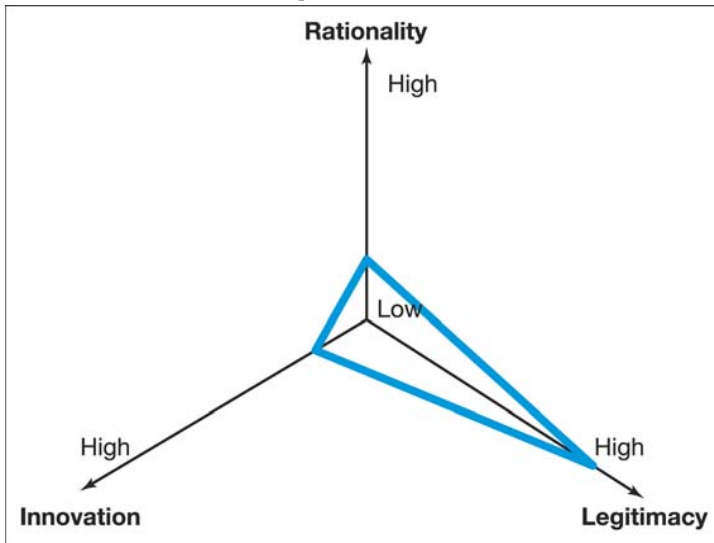
- Which purposes are prioritised?
- Why?

What to do?

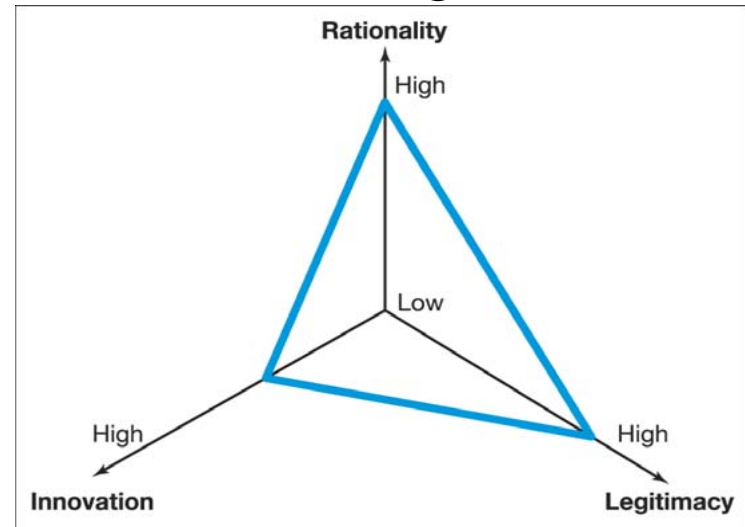
You cannot do without discussing ... It is not a top-down approach:

- Learning is much more than the sum of learning outcomes
 - Intended/planned – achieved
 - Unplanned /non-formal /informal
- It is more than employability
- Own research
- Positioning helps to find „your way“

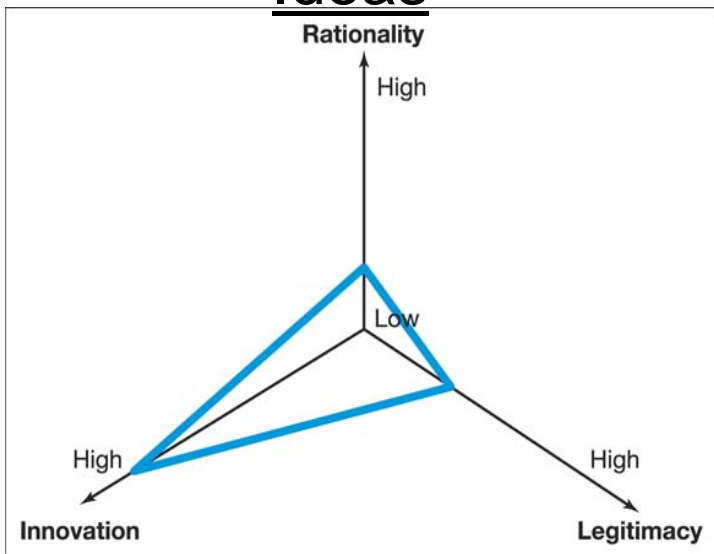
Experience



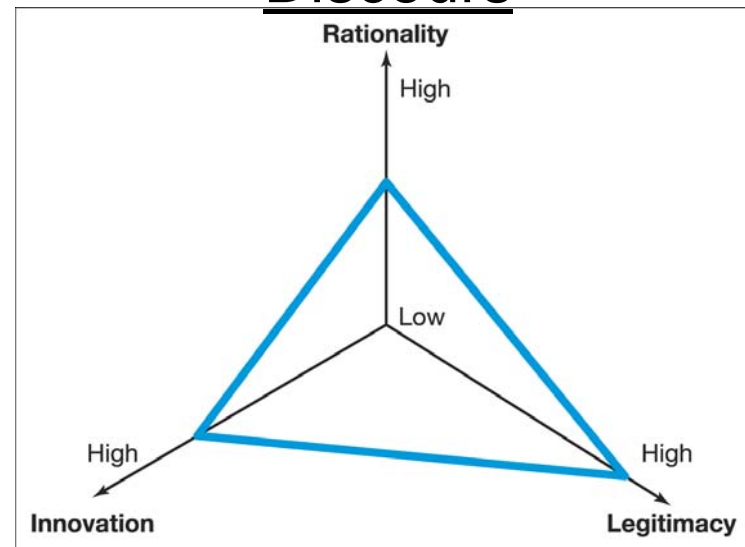
Design



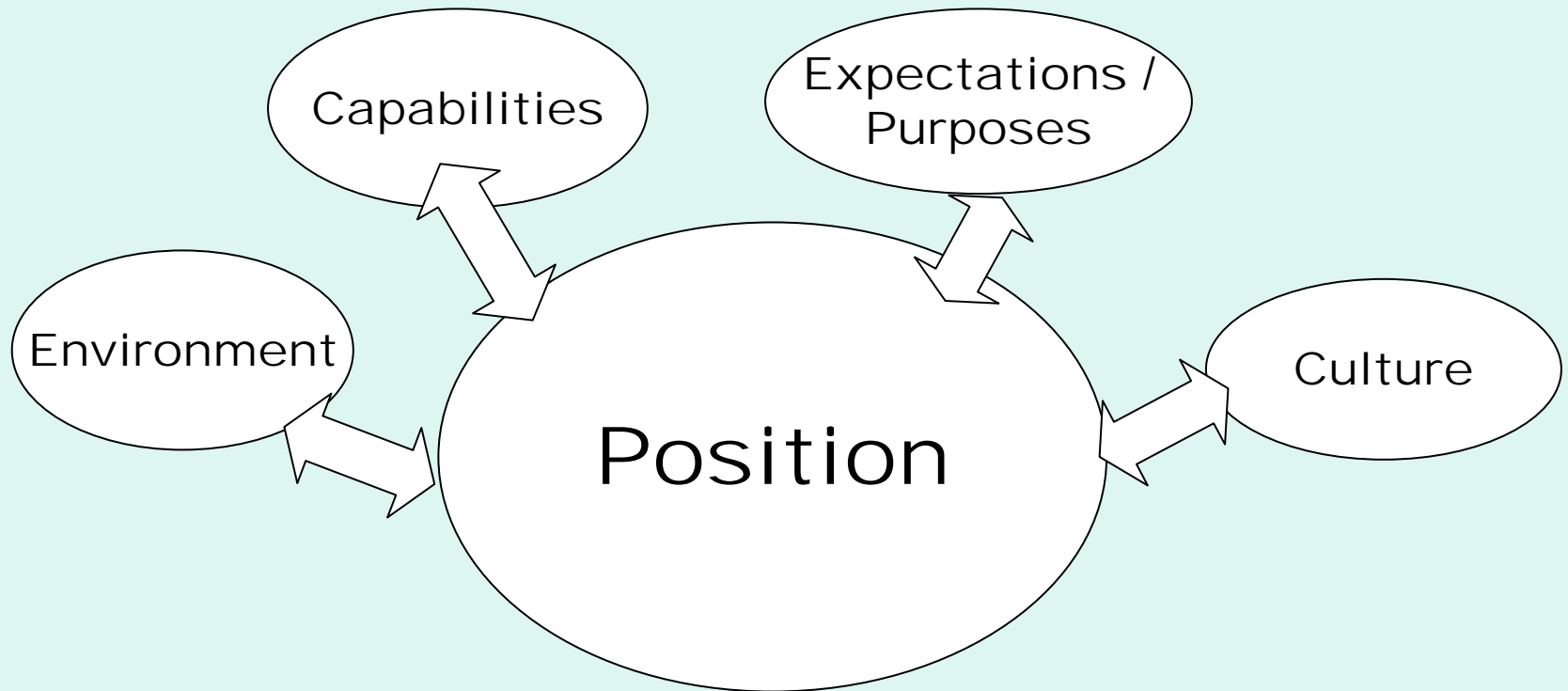
Ideas

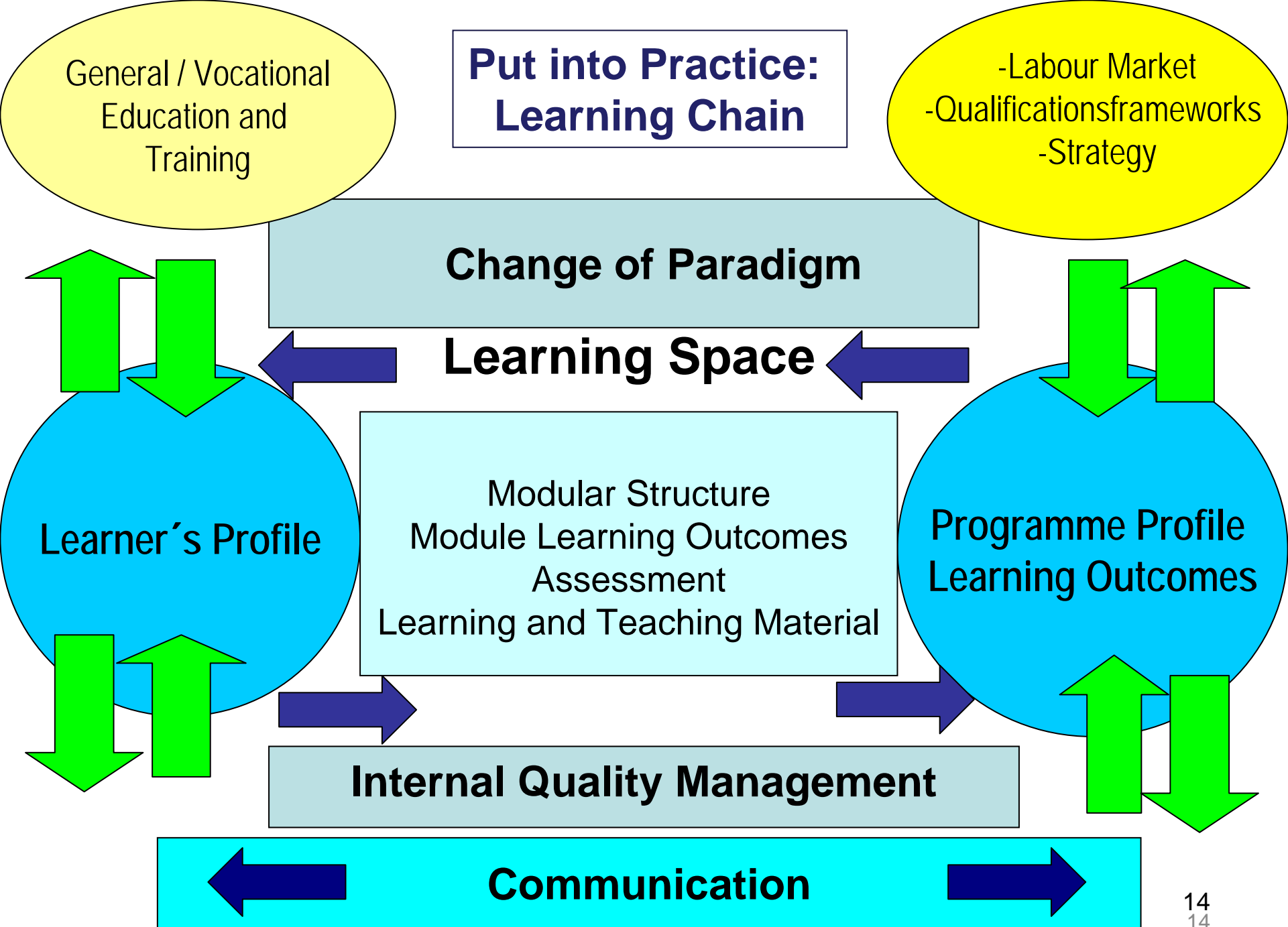


Discours



Where are we?







Example of Learning Outcomes

After your meal *(sorry, you had it...)*

According to EQF: **Learning Outcomes**
Knowledge



- **Layers**

Skills

- **Getting into your mouth**

Competence

- **Responsibility for your stomach**

According to HEA-QF (Dublin Descriptors):

Knowledge

- *Layers*

Applying knowledge

- *Getting into your mouth*

Making judgements

- *Hmmmmm (?)*

Communicate

- *Friends...*

Learn to learn

- *Criteria for (fast)food*



Assessment Requires

- **Forms / Types**

- Written
- Oral
- On-line
- Theoretic
- Practical
- QA
- Report
- Essay...

- **SMART Criteria eg**

- Context (5%)
- Research Question (10%)
- Methodology (15%)
- Analysis (20%)
- Conclusion (20%)
- Recommendations (20%)
- Literature (5%)
- Presentation, Language, Quotation

Example

Criteria	<40	<50	<60	<70	<80	80+	Comments
Clarity and relevance of terms of reference/aims and objectives and these have been fully met							
Demonstration of knowledge, understanding and critical evaluation of relevant literature							
Justification and use of appropriate methods and data collection							
Evidence of systematic data collection and clear presentation and findings							
Critical analysis and interpretation of findings linking both secondary and primary research							
Appropriateness of conclusions and, where required, realistic and appropriate recommendations							
Evidence that personal learning has been reviewed – skills reflection							
Satisfactory presentation of material, consistent and appropriate referencing and clear and accurate use of English							
Overall Grade							

Business in Context (2004/2005)

Assignment

Criteria	Weighting	70%+	60-69%	50-59%	40-49%	Fail
	%					
Generic: Communication	5	Communicates to reader succinctly with very good clarity and coherence. There is good physical presentation.	Small element of distinctive coherence and structure and presentation missing.	Clear presentation of basic arguments and structure. Poor elements can be compensated by other good work.	Some element of coherent argument and structure.	Difficult to read and follow arguments. Very untidy physical presentation.
Knowledge & Understanding	20	Comprehensive, clear demonstration of required concepts and practical knowledge and understanding. Wide reading used	Mainly clear and comprehensive: small element missing or elementary.	Basic knowledge and understanding of material across board or incomplete compensated by good elements.	Elementary knowledge and understanding displayed. Incomplete.	Demonstrates no or very limited knowledge or understanding or required material.
Analysis	30	Demonstrates clear incisive ability to assess range of information analytically.	Demonstrates overall effective analysis of material, with some element missing allowed.	Basic analysis of material and comparisons.	Mainly descriptive: little analysis.	Descriptive only - no analysis.
Synthesis/ Creativity/ Application	10	Distinctive display of creativity and ability to synthesise material	Significant element of synthesis and creativity.	Small element of synthesising arguments and showing creativity displayed.	Limited/elementary creativity and synthesis.	No creativity or synthesis of material displayed.
Evaluation	30	Demonstrates clear, incisive ability to evaluate information in all forms.	Some (significant) element of incisive, clear evaluation, above basic level.	Basic evaluation of information and appropriateness of concepts and models.	Only elementary evaluation of material presented.	Extremely limited evaluation of material - both practical and concepts.
Assignment Parameters	5	Follows parameters/guidelines exactly as asked.	Small element of guidelines missing or inadequate.	Satisfactory, basic adherence to all guidelines or compensation by some distinctive element.	Small element of parameters/guidelines followed.	Parameters not followed.
Total	100					

**That's not too
(heavy) difficult
– or?**

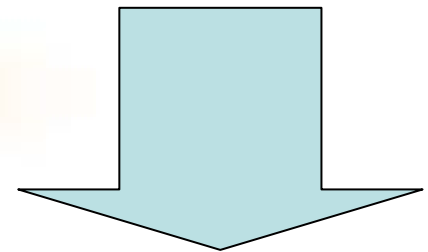
Can we do it?





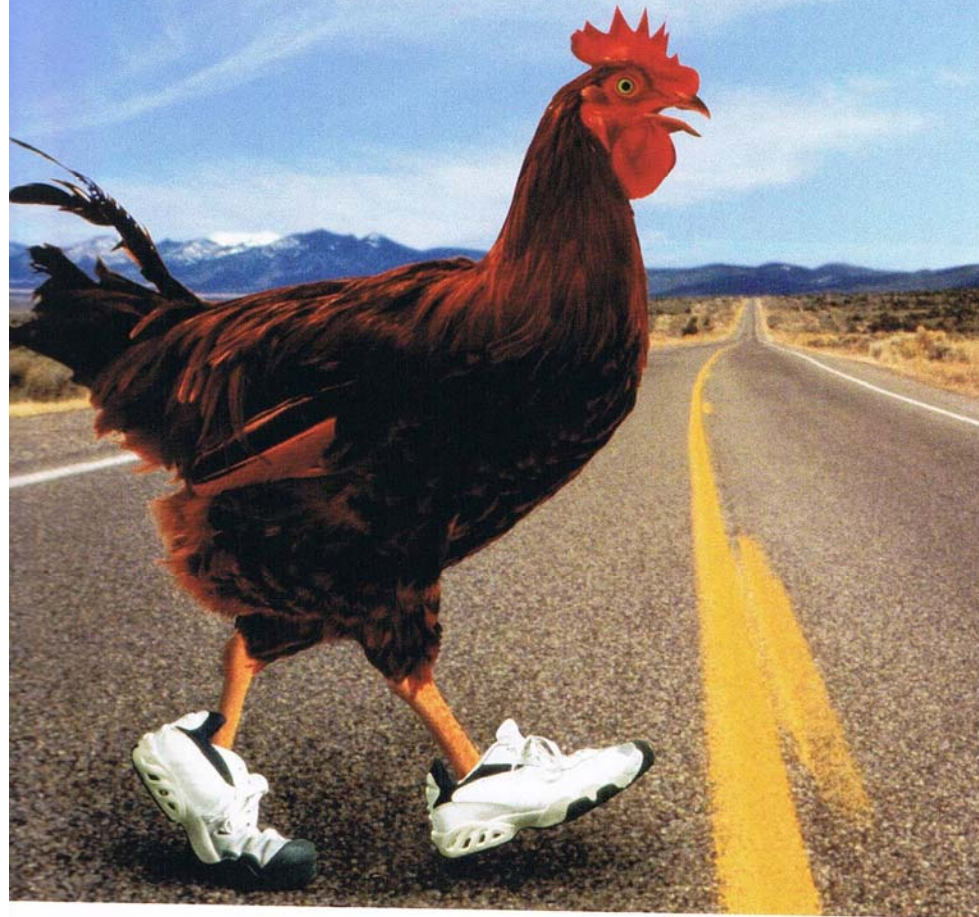


Evidence?



You never stop learning

Man lernt nie aus...



But changing education and training is a slow process! It may take more than a life-time

